

Ripon Area School District
2018-19
Charter School Authorizer Annual Report



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Section I: Authorizer Information

Authorizing Entity:	Ripon Area School District
Authorizer Address:	1120 Metomen Street, Ripon WI 54971
Authorizer Contact Person:	Mary Whitrock
Contact Person Title:	Superintendent
Contact Person Phone:	920-748-4600
Contact Person Email:	whitrockm@ripon.k12.wi.us

Section II: Charter School Information

Charter Schools Currently Under Contract:			
School Name (Yr. Opened/Closed):	Contract Start Date:	Contract Expiration Date:	Grades Served:
Journey (2013-14)	3/20/2017	3/20/2020	K-2
Quest (2010-11)	3/20/2017	3/20/2020	3-5
Catalyst (2012-13)	3/20/2017	3/20/2020	6-8
Odyssey (2019-20)	7/01/2018	6/30/2023	4K-12

Charter Schools Whose Contract was Non-renewed or Revoked:			
School Name:	Contract Start Date:	Date of Non-renewal or Revocation:	Reason for Non-renewal or Revocation:
n/a			

Charter Schools Currently Under Contract that have not Opened:		
School Name:	Contract Start Date:	Date School will open:
Odyssey Academy	7/01/2018	9/03/2019

Charter Schools that Closed:		
School Name:	Date of School Closure:	Reason for Closure:
Lumen High School	6/30/2019	Low enrollment

Section III: Academic Performance of Charter Schools

Journey Elementary School

Journey Elementary School, a K-2 elementary school in the Ripon Area School District, opened in the fall of 2013, with 125 students. Offering a project-based learning (PBL) environment, Journey Charter School's mission is to "empower students to problem solve and flourish in a global society." The PBL model emphasizes student inquiry as part of the process of learning, from asking open-ended questions to sharing individual or group learning with others. PBL teaching strategies enable Journey teachers to guide students through in-depth studies of real-world topics. Use of technology is robust along with encouragement of critical thinking and problem solving. The resulting learning environment is one of dynamic communication, creativity and collaboration. During the 2018-2019 school year, Journey Charter School completed its sixth year of operation.

Students are young explorers at Journey Charter School. Authentic and interdisciplinary learning occurs both inside and outside of the classroom. Students interact with local experts and the college community and are provided opportunities to conduct their own field research. Characteristics of Journey Charter School include:

- Developmentally appropriate learning activities
- Process-oriented instruction influenced by student choices
- Flexible multi-age groupings
- Problem solving approach using communication, collaboration, & critical thinking skills
- Research-based social skills program
- Multi-sensory and brain-based strategies
- Community partnerships
- Gallery Walk Events
- Governance Council Leadership

Accomplishments during the 2018-2019 school year:

- Maintain enrollment – During the 2018-2019 school year, Journey Charter School enrolled 136 students. For the upcoming 2019-2020 school year, we have 157 students enrolled with six students on the First Grade waiting list. All students from the Kindergarten and Second Grade waiting lists, 21 students and 8 students respectively, were welcomed to Journey over the summer. The additional demand for a Kindergarten classroom demonstrates the excitement our families with young learners have for Journey Charter School.
- School identity and sense of community – Sustaining a strong, child-centered culture and climate within Journey Charter School remains a top priority as indicated by our staff focus on collaboration and community partnerships. Our multi-age focus for the 2018-2019 school year was fine arts with students striving to answer the Essential Driving Question: How can you express yourself creatively and gain an appreciation for fine arts?

Using knowledge gained from world-renowned artists and musicians at the Midwest Arts Integration Conference in the summer 2018, staff were excited to plan multi-age lessons which not only informed students about music, art, and theatre but encouraged a deep dive into each focus area to guide student interests and strengths. Throughout the year, Journey staff partnered with Alexandra Paulson, MS/Catalyst Choir Teacher, Bill Kehl, Planetary Productions, LTD., Linda DeCramer, Ripon Public Library Children's Librarian, Martha Janz, Thrasher Opera House, Ralph Polasky, parent and local sculptor, Margaret Klapperich, former educator

and master weaver, and Missoula Children's Theatre to bring our students engaging and interactive fine arts experiences.

Through a generous grant funded by the Education Foundation of Ripon, Journey Charter School students and staff visited the Grand Opera House in Oshkosh to watch the ArtsPower performance of *Nugget & Fang*. Watching a live theatrical performance in November afforded students the opportunity to continue their investigation of the fine arts and help them answer the Essential Driving Question noted above. Students were able to see how magically art, music, and dance are woven together to produce a spellbinding experience for all involved. Prior to the performance, students enjoyed a fine dining experience while eating lunch in UW-Oshkosh's Reeve Union ballroom. Watching this performance was a precursor to students demonstrating their artistic talents during a Missoula Children's Theatre Drama Quest Workshop in February.

Unfortunately due to severe weather, our annual kick off cookout was canceled but that didn't dampen our excitement to begin the year. Staff utilized their October and November weekly after school meeting dates to read *Be the One for Kids: You Have the Power to Change the Life of a Child*. This book study affirmed our belief that every child's life can be transformed by just one smile, one interaction, one person! We continued to transform intentional school gatherings to ensure inclusivity and relationship building through our Fall Festival, Journey's Past Days, Welcome to Winter, Enchanted Forest, Holiday Card mailing, Spring into Spring Celebration, all school field trips, fine arts culmination, and end of year celebration.

In December, Governance Council members voted to use fundraising dollars to partner with Sassu Enterprises and bring therapy dogs into Journey Charter School for biweekly, hour-long visits. A Webster Foundation grant received in February made weekly visits a possibility. While the dogs were present, students spent time reading, playing, learning about the dogs and their role as a therapy dog, and assisting with tricks.

Journey teachers continued collaboration efforts with district staff and students. Catalyst Charter Middle School staff and students welcomed our first grade students into their learning spaces and assisted students with Gallery Walk research and project development. As noted above, staff also connected with Alex Paulson, RMS/Catalyst Choir Teacher to provide students with a backstage tour of the auditorium. This student led tour informed Journey students and staff about the many components (hair/makeup, costume, set design, lighting/sound) that work together to make a successful production.

We continue to be blessed by Paul Mennen at Lamers Bus Lines, Inc. who has for the last six years donated the costs to transport Journey students to and from our monthly community visits. We are forever grateful to Paul and his staff for this amazing donation, which provides our students and staff the opportunity to spread kindness and love to those at three nursing homes: Russell Manor, Prairie Place, and Maplecrest.

Our Gallery Walks remain the foundation for showcasing how our students have worked through the PBL process. Students demonstrate their learning by sharing their knowledge in many different ways. • The Kindergarten students presented their knowledge of ocean animals through group presentations, 3D animal construction, and by singing the song "Over in the Ocean." Students were excited to Skype with the veterinarian team at SeaWorld Orlando. The students watched while the team did a routine check up on a flamingo and were able to participate in a question/answer session with the team.

First Grade students, with help from Media Center Specialist Renee Reszel, used the green screen process to answer their essential driving question: How do animals adapt to survive in their environment? What can I observe in nature to help me solve a problem? The first graders incorporated all facets of learning into their projects as they compared their chosen animal to themselves as a baby and as a first grader.

While learning about mass, length, height, and push power, second grade students were asked to help Bay Beach create a new and exciting slide for children to enjoy. Students also wrote persuasive letters to Bay Beach Planners to convince them to build their slides for all to enjoy!

Journey Charter School staff is continually searching for effective professional development and leadership opportunities critical for strengthening our PBL framework and furthering our knowledge and understanding of the young child. Below are some of the trainings staff members attended during the 2018-2019 school year. We are hopeful you follow our “journey” through at least one of the various social media outlets in which staff share our student’s daily stories. You will always be up to date on Journey Charter School happenings by keeping a close eye on our Journey Facebook page (<https://www.facebook.com/JourneyCharterSchool/>), Ms. Naparalla’s Twitter account (https://twitter.com/c_naparalla) and Mrs. Long’s Twitter account(<https://twitter.com/brettlong1980>). We appreciate the district sharing our stories on their Facebook and Twitter pages. We look forward to noticing your likes and reading your comments.

We are thankful to the families who took time to participate in our annual parent survey. We are pleased to have had 43% (50/120 families) take the survey. The survey gives parents an opportunity to anonymously share thoughts about the school year with Governance Council members and staff. The results give Council members and staff a collaborative opportunity to reflect upon the overall quality of our school and create goals for the upcoming school year.

Of those taking the survey, 100% of families feel our school is a safe, caring, and nurturing place for their child(ren) to attend. 98% of families feel Journey Charter School is innovative and child centered, while 96% of families feel Journey Charter School meets or exceeds standards.

Gallery Walks, Assisted Living facility visits, the PBL approach, community partnerships and outreach, open communication, multi-age, field trips, and strong relationships among students and all staff were noted as most appreciated and must continue for Journey Charter School.

This year, with the guidance of Nick Pretasky, Assistant Director for Wisconsin Resource Center for Charter Schools (WRCCS), Council members and staff met to discuss Journey Charter School’s mission and vision. Comments from the parent survey will help guide our refinement work during this upcoming school year.

The Journey Charter School Governance Council would like to thank all of those who have donated time, talent, and treasure to assist our students in their educational journey. We are extremely proud of our ongoing community connections, collaborations, and partnerships. Our school would not be a success without each and every individual who selflessly gives of him or herself to ensure the development of the whole child. Sadly, one of our most beloved volunteers, Joel Johnson, passed away suddenly at the beginning of August. We will be forever thankful for the many hours and words of wisdom Grandpa Johnson shared with us over the last six years. His generosity, kindness, and exceptional engineering mind will be greatly missed.

Academic Achievement

Progress in English Language Arts

- Goal: 100% of students will improve in comprehension and/or fluency as measured by the BAS or DRA assessment. Each student will move up at least one grade level in instructional reading from spring 2018 to spring 2019. Furthermore, students who are below grade level will increase their instructional reading level by 1.5 years or grade level expectations or the class as a whole will meet or exceed the total average expected growth goal target.

- Monitoring Progress of English Language Arts Goal: Student progress in the area of reading will be measured by the BAS and DRA and compared from spring 2018 to spring 2019.
- Outcome: Each first and second grade classroom as a whole met or exceeded the total average expected growth goal target. Since this is the first year our Kindergarten students used this assessment at the end of the year, they were setting the baseline for the next year's goal. Kindergarten progress was monitored by PALS from mid-year to end-of-year growth. More specifically:
 - 62% of our Kindergarten students met end of year expectations for literacy, which is Level D based on the BAS assessment. Last year, we used the DRA to measure proficiency, which was level 4. Though our outcome is lower than last year, we recognize that the BAS is a new assessment tool for our team and we are analyzing our data to see how we need to change our instruction.
 - 71% of our First Graders met their end of year literacy goal, which is level Level J based on the BAS assessment. Last year, we used the DRA level 18 to determine proficiency. Our end of year results reflect an increase from last year. We have continued to grow our understanding of executive functioning skills and our literacy interventionists have had great progress with RISE. The BAS is a new assessment tool for our team and we are analyzing our data to see how we need to change our instruction.
 - 80% of our Second Graders met their end of year literacy goal of DRA level 30, which is an increase from last year. We have continued to grow our understanding of executive functioning skills and our literacy interventionists have seen a 2-3x the amount of growth from the RISE intervention when compared to growth of their peers.

Progress in Math

- Goal: 100% of students will reach proficiency in operations and algebraic thinking as measured by district created assessments with each student will obtain proficiency in this math strand by spring 2019.
- Monitoring Progress of Math Goal:
 - Teachers monitored progress toward this goal giving fact fluency assessments, math assessments, and daily work. Progress was recorded on the grade level progress reports.
 - Students made progress with their fact fluency. They used data walls to track their progress and increase motivation.
 - 90% of students in Kindergarten met proficiency in the operations and algebraic thinking as measured by district created assessments and trimester progress reports.
 - 86% of students in First Grade met proficiency in the operations and algebraic thinking as measured by district created assessments and trimester progress reports.
 - 85% of students in Kindergarten met proficiency in the operations and algebraic thinking as measured by district created assessments and trimester progress reports.

Progress for On Track for Success

- Attendance or Graduation Rate: For the 2018-2019 school year, Journey Charter School will have an absenteeism rate (percentage of students whose attendance rate is 84% or below) of 0%.
- Monitoring Progress of Attendance Goal:

- The school counselor and principal scheduled meetings with families and offered support to those who were struggling with attendance.
- At JCS, all but 2 students had an attendance rate above 84%. One of the students the counselor was working with her family. Another student had many absences due to illness but medical excuses were provided.

Quest Elementary School

Quest Elementary School offers a dynamic, hands-on, project-based learning environment for students in grades 3-5 in the Ripon Area School District. Quest students are learners who thrive in collaborative, interdisciplinary learning environments and are afforded an opportunity to delve into the exciting world of interactive, inquiry-based project learning. Their learning is enhanced through designing projects that explore personal, real-life issues where students collaboratively share with peers and teacher/facilitators. Community showcase events provide a forum for project presentations. Autonomous charter school governance attends to the daily operations of Quest Elementary School. Parents and community members, along with educators, utilize democratic decision making to guide the Quest Governance Council as it leads the school in its mission to benefit students, parents and the community.

Quest Mission

The Quest mission statement reinforces this belief: Quest Elementary School provides a rigorous and challenging interdisciplinary, project-based curriculum grounded in 21st century skills leading to a collaborative environment for personalized learning and group engagement. “Education begins with the curiosity of the learner” (Dewey). This statement represents the heart and soul of Quest Elementary School.

Quest Vision

The vision of Quest, that all children become active, engaged learners, is grounded in the methodology of project-based learning and the pedagogy of a rigorous, technologically enhanced curriculum. The vision of Quest Elementary School incorporates a wide array of characteristics centered in a learning community grounded in 21st century Skills. The integrated inquiry based pedagogy of Quest offers students and families high-quality educational choices.

Professional Development

Teachers in Quest engage in ongoing professional development to improve school instruction and meet the needs of all students through a variety of teaching methodologies. Student-initiated projects driven by collaborative learning teams and based in a standards-driven curriculum are central to the Quest vision. Students who are connected to the community through real-world issues and mentors, and engaged as young citizens, are more likely to remain engaged in their education. Quest strives through community showcases and a community-led Governance Council to produce a community-oriented culture of academic and personal learning.

Quest teachers meet weekly to collaborate and implement learning initiatives. Teacher-led professional growth activities are incorporated into these weekly meetings, as well as discussing the effective management of Quest’s project-based learning goals. Quest staff also used these meetings to help facilitate the implementation of curriculum in reading, language arts, science, CQI, Tynker (computer 1 coding), MakerSpace and some Quest teachers piloted the Bridges Math program.

Highlights of the 2018-2019 School Year

All Quest classrooms began the year with a study of *Habits of Mind*, by Art Costa and Bena Kallick. These habits have been identified through extensive research as a skill set of highly successful people. Quest staff identified nine “habits” to be the focus for Quest: perseverance, managing impulsivity, metacognition, striving for accuracy, thinking and communicating with clarity and precision, taking responsible risks, listening with empathy and understanding, questioning and posing problems and creating, imagining and innovating. Throughout the year, Quest students and staff incorporated activities designed to facilitate student growth in

these nine habits. Each Quest classroom read books that modeled the selected habits, and taught focused reading and language lessons pertaining to the literature. Each grade level chose three of the nine habits to research and share with the other grade levels at monthly “All-Quest” meetings. Students worked in collaborative groups to create projects that demonstrated their understanding of the “habit”.

The school year launched with students creating unique tie-dyed t-shirts. This reinforced team-building concepts taught at the beginning of the year. This collaborative activity jump-started the building of the Quest learning community. Many families helped with this team-building activity.

This year Janet Ernst took a giant leap and implemented a Quest MakerSpace. This innovative environment encourages creative problem solving and collaboration. Students use a variety of tools to create, build, design, explore and solve real-world challenges. All of the projects have a STEAM (science, technology, engineering, art, and math) component. Parent and community members embraced the concept and volunteered countless hours, project ideas and project materials. (See the linked online summary of the Ripon Commonwealth news article.)

Quest continues to have three project showcases highlighting student work every year. Nearly 700 children, family, and friends attended the first Quest Project Showcase of the year. This project showcase was in an “open house” format. Students showed their families the “habits of mind” projects, classwork, literature reflections and journals, while highlighting new 21st century skills technology embedded in the classrooms. Fourth and fifth grade Quest classrooms also shared environmental science projects and Flipgrid videos with their families.

The Quest staff was amazed at the wonderful turnout for the second project showcase held in February. This showcase consisted of formal oral presentations by all students to a large community audience. Up to 125 people attended the individual presentations in each classroom. Third graders did presentations on weather and climate. The third graders presented model homes they had built to withstand the unique climates in different regions. In addition, third graders demonstrated their PLTW physical science projects, in which they designed and built model compound machines to rescue a tiger. Fourth graders presented projects on the human brain including activities from the PLTW module. The 4th grade projects were collaborative projects where the students used their research, writing, and artistic skills to create an in-depth presentation on the different parts of the brain including eyes, ears, nose, mouth, skin and different parts of the brain. Fifth graders presented projects on robotics from the PLTW Robotics and Automation module, as well as U.S. Geography.

Another highlight of the winter project showcase was the basket raffle, which included items donated from local businesses and Quest families. Quest is grateful for the support of the Ripon community and two families who donated items, helped create baskets for the raffle, and volunteered their time to make the showcase a success. A great time was had by all!

The spring project showcase began with the community cook-out. Families helped staff to grill and serve a traditional hamburger/hotdog picnic. Quest students sang a collaborative song, “Three Little Birds” by Bob Marley. Plants grown in the Quest greenhouse by students were for sale to families and friends as a fundraiser. The showcase featured third graders in a living museum on “People of Change.” Fourth grade projects were related to Wisconsin tourism. Fifth graders shared Earth Science projects related to space.

The Quest community meets monthly in a “Quest Morning Meeting.” During these meetings, students engage with other grade levels, demonstrate leadership skills, and celebrate learning successes. The habits of mind

are addressed at these meetings, to continually promote good citizenship and work habits. Students look forward to these fun, high-energy, motivational meetings.

The students at Quest have shown significant academic growth each year as demonstrated on i-ready assessments. Almost all students met the expected “typical” growth (50% was the expected target) and in fact Quest classes exceeded the “stretch” growth target (25% was the expected number) in both reading and math, demonstrating above proficient levels of academic growth.

Community Outreach

Quest students reached out to the Ripon community through donations of garden produce to the Ripon Area Food Pantry. Students grew pumpkins in the outdoor garden beds which were donated in the fall. The pumpkins were enjoyed by numerous Ripon community members. Throughout the year, classes grew produce in the Quest garden and indoor Tower Garden and donated it to the Ripon Area Food Bank. Before the end of the year, students planted spaghetti squash and butternut squash to be harvested in the Fall. Thoughtful notes were sent to community members and organizations to show appreciation of the skills, hard work, and positive attitude of these dedicated community partners.

Beyond Brick and Mortar

Throughout the year all Quest grade levels reached out locally, nationally, and globally to connect with individuals, professionals and classrooms to learn, grow, and share. Skype, Buncee, Email, on-site interviews, panelists, and business tours were used to go beyond the classroom walls for information to assist and promote connections with experts for student projects.

Visitation Days

Quest held a number of visitation days throughout the year with elementary school teachers and administrators from many school districts in Wisconsin. The visitation days consisted of classroom visitations, a school tour, student panel and Q&A sessions with teachers and students. Visitors offered positive feedback about their experiences and continue to contact Quest for implementation guidance as they start their own Project-Based Learning journey. The visitation days were so well received that several districts returned for a second visit with more teachers and administrators attending.

Academic Achievement

- Student Surveys and Academic Achievement - Student surveys have been completed every year Quest has been in existence. Quest continues to show outstanding student satisfaction in classroom surveys.
- Goal Math: During the 2018-19 school year, 80% of students in Murray Park Quest Elementary School will reach their typical growth goal from the beginning of the year diagnostic assessment (first administration) to the end of the year diagnostic assessment (third administration) according to the math i-Ready assessment.
- Reading: During the 2018-19 school year, 80% of students in Murray Park Quest Elementary School will reach their typical growth goal from the beginning of the year diagnostic assessment (first administration) to the end of the year diagnostic assessment (third administration) according to the reading i-Ready assessment.
- The students at Quest have shown significant academic growth each year. The table belows shows the average growth in reading and math through the percentage of students who met their typical growth goal and stretch growth goals on i-Ready, which is the district universal screener. According to i-Ready

experts, 50% of students are expected to reach their typical growth goal from the beginning of year assessment to the end of year assessment. Likewise, 25% of students are projected to reach their stretch growth goal.

QUEST i-Ready TEST SCORES 2018-2019	IMPROVEMENT
3-5 grade proficiency	% to meet goal
Reading	81%
Math	89%
3-5 grade growth goal	% to meet goal
Reading	79%
Math	78%
3-5 grade stretch growth goal	% to meet goal
Reading	53%
Math	50%

Catalyst Middle School

Catalyst Mission

The mission of Catalyst Charter Middle School is to build a community of independent learners through thinking, creating, and collaborating for the future. The Catalyst project-based learning framework includes the following instructional practices:

- Interdisciplinary instruction
- Place-based learning partnerships
- Real-world experience
- Teacher- and student-directed projects
- Digital technology-infused learning environment
- Global learning partnerships preparing students for a technology-driven society with skills to manage, collaborate, and communicate appropriately in a global setting
- Global Citizenship
- STEM

Professional Development for 2018-2019

CCMS Staff continues to devote time to learning, practicing, and refining the process of instruction and assessment. The following chart is a summary of the different trainings, workshops, and conferences attended by CCMS staff. Catalyst staff also meet weekly to collaborate and implement learning initiatives:

- I-Ready Training Wi
- Forward Training
- EAA Teacher Day
- CQI Training
- PLTW Automation and Robotics Training
- Red Cross First Aid and CPR Training
- Medical Emergency Team Training
- Stop the Bleed Training

Project Highlights of 2018-2019

During the summer of 2018 and throughout the current school year, the Catalyst team of educators developed and modified curriculum that allowed for more student-led projects that worked for all grade levels, 6th through 8th. This approach allowed for more student “voice and choice” within the PBL structure and for more dynamic seminars and units of instruction to be developed to provide students with knowledge prior to and during their project processes. In addition to the modified project structure, Catalyst also piloted the new Common Core Social Studies standards. The projects within Catalyst this year mainly covered standards in Science, Social Studies, and Writing/ELA.

Science and Social Studies Standards Covered in 2018-2019:

- Engineering Design
- Biological Evolution: Unity and Diversity
- Human Impact on Earth’s Systems
- Earth’s Geological Changes
- Ecosystems
- Inquiry Practices and Processes
- Geography
- History

- Behavioral Sciences
- Economics
- Political Science

2018-2019 Project and Activity Highlights

- Tech Boot Camp/PBL Bootcamp - Introduction to digital citizenship and project based learning with an emphasis on research, plagiarism, and community/team building.
- ICivics - Using a game-based approach through I Civics.com, students complete activities learning about their role as a citizen.
- #MyParty2018 - Students apply what they learn about American politics and government in order to create a new political party platform and ad campaign. Student ad campaigns were presented to audience members for a vote at the Fall Showcase Night.
- Describe Me - Students describes themselves in detail, sharing final writings with schools from Spain and Russia. Drawings of each other were exchanged.
- Ride of Your Life/Create Your Own Amusement Park - Develop a roller coaster, following specific guidelines, that demonstrates the 3 laws of Newton. Included in the project was the history of roller coasters, engineering and design, and presentations. Students develop an amusement park and map that their roller coaster could be placed in. Students study theme, park layouts, park facilities, and practice creating a scale model map showing their understanding of geographical mapping skills/tools.
- PLTW Automation and Robotics - Students learned the engineering design process through Project Lead the Way's unit: Automation and Robotics. Students designed, constructed, and programmed fully automated robots to accomplish a task.
- Shark Tank - Students design, create, 3d-print, and create a business model for a product that they pitch to a panel of local community members. This project allowed students to get "real world" experience with economics and engineering
- Poetry Slam Project - Students create poems that incorporate different poetic devices and perform them for the class as well as at the spring project showcase.
- Early American History Museum Display - Students studied important events from early American history and then designed their own museum displays to share with the public at a project showcase night and with their classmates Human Impact on Earth's Systems Project Students developed solutions and studied the impacts that humans have had on our planet. Students developed their own driving questions and focus for this standard but were prompted to create a product that would help improve or limit human impact on the environment.
- Biological Evolution - CCMS 8th-graders performed dissections of organisms to study their anatomy after all grade levels completed a unit related to the standard. All grade levels developed student-led project pieces as well for this standard.
- Engineering Design - Many projects this year met this standard and students showed great variety with their understanding and application of this standard when creating student-led projects.
- Ecosystems - Students completed an in-depth science unit studying many different aspects of ecosystems and science. They then developed their own driving questions and research to create projects that could be shared with the public at a project showcase night.

Showcase Nights and Conference Dates:

- October 4 (3:15 pm - 7:00 pm)
- November 8 (3:15 pm - 7:00 pm)
- February 21 (3:15 pm - 7:00 pm)
- May 9 (3:15 pm - 7:00 pm)

Community/Global Connections

Thank you to each community member for sharing their expertise.

- Diverse Options - Catalyst students from 6th, 7th, and 8th grade had an opportunity to visit Diverse Options, the Ripon facility working with individuals with a range of capabilities. Students enjoyed collaborating and working on various projects with the consumers.
- Barlow Park/Journey - Students First grade Journey students from Mrs. Long's and Mrs. Phillip's classes worked with Catalyst eighth graders in preparing for their upcoming Gallery Walk. Eighth-grade students helped the first graders to create a short sentence promoting a local business or organization.
- Engineers from Alliance Laundry Systems - Alliance Laundry Systems engineers evaluated and guided students on their roller coaster projects. Groups of students designed and built paper roller coasters. The feedback given by the engineers offered students a real-world opportunity to share their projects.
- Milwaukee Public Museum - Two employees from the Milwaukee Public Museum Skyped with Catalyst students to show and explain to them some of their approaches and thoughts on creating exciting museum displays and exhibits. Students then applied information from this Skype to their American History projects.
- Shark Tank - Judges Numerous community members came in to provide feedback and judging for students Shark Tank projects.
- Candie Baker from Webster's Marketplace - Students completed personality and learning type tests for their first project of the school year. Mrs. Baker from Webster's Marketplace completed the tests as well and came in to share her perspectives as a former RASD student and local business owner related to personality traits.

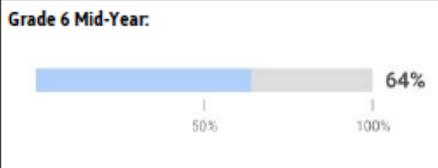
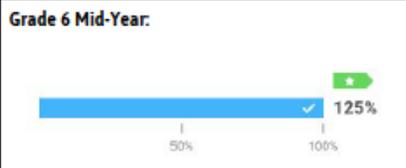
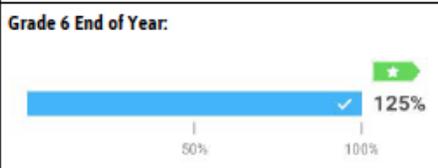
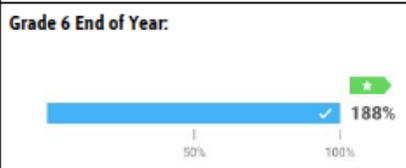
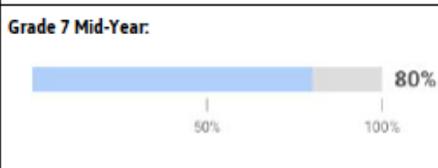
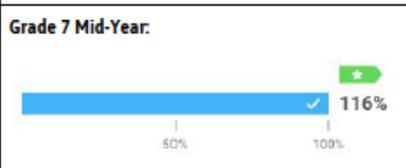
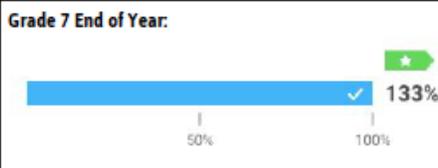
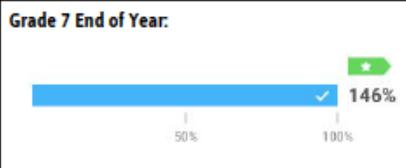
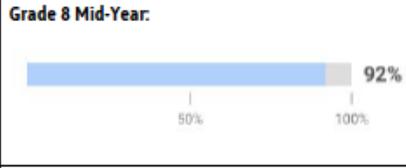
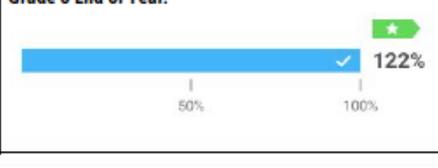
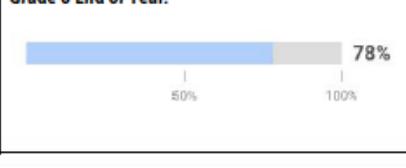
Connections are also made with parents through Infinite Campus updates and printed handouts. Parents were encouraged to visit Catalyst as well as set-up conferences at times that were convenient.

Communications to Community:

- Catalyst Channel Blog (Blog containing photos and articles about projects, activities and events)
- Homework Calendar (Updated by staff as a communication tool for homework and activities in class)
- Communication through IC on homework and classroom messages. Photos/Articles on District Facebook Page

District Assessment/Screeners Information:

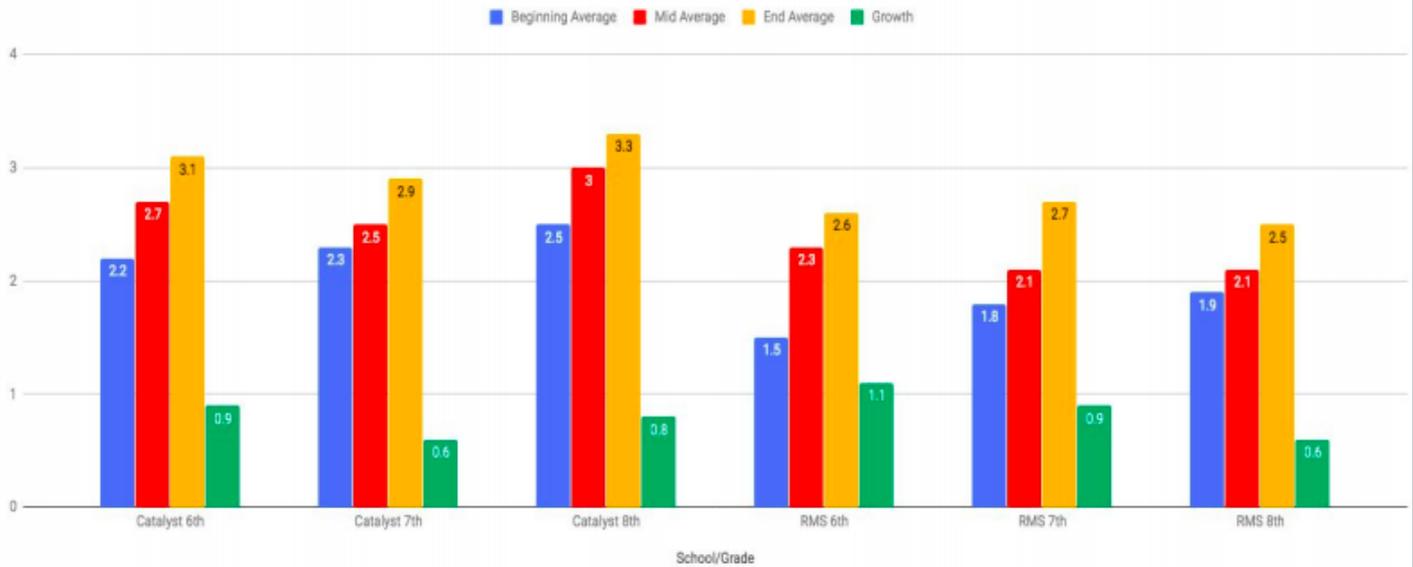
This was the first year that RASD switched over to using i-Ready for math and reading in place of STAR from past years. Students from all grade levels worked within the i-Ready program during advisory periods to help them develop understanding of content in between assessment dates. The table below shows median growth for CCMS students on the i-Ready comprehensive assessments based on progress toward typical annual growth.

<u>Mathematics</u> Median Growth	<u>Reading</u> Median Growth
Grade 6 Mid-Year: 	Grade 6 Mid-Year: 
Grade 6 End of Year: 	Grade 6 End of Year: 
Grade 7 Mid-Year: 	Grade 7 Mid-Year: 
Grade 7 End of Year: 	Grade 7 End of Year: 
Grade 8 Mid-Year: 	Grade 8 Mid-Year: 
Grade 8 End of Year: 	Grade 8 End of Year: 

Goals for Catalyst included:

- Writing (6-8). 2018-19 school year, each RMS/Catalyst Charter student will score at the proficient level (3) on the grade level writing rubric, or the average class improvement will be 1.0 point for all students that complete the pre and post writing assessment. All students with a score of 3 or higher at the beginning of the year will remain at a 3 or higher by the end of the year. The goal was met (see graph below).

SLO - Writing Scores 2018-2019



- Math (6-8) 2018-19 school year, 80% of students in RMS/Catalyst Charter will reach their typical growth goal from the beginning of the year diagnostic assessment (first administration) to the end of the year diagnostic assessment (third administration) of the math i-Ready assessment (see table below)

CATALYST MATH i-READY SCORES 2018-2019	
6th grade	% of students to meet target
Proficiency	63%
Growth Goal	56%
7th grade average	
Proficiency	76%
Growth Goal	62%
8th grade average	
Proficiency	84%
Growth Goal	51%

Lumen High School

Throughout the 2018-19 school year, Lumen was very active in engaging the students in a variety of ways. Below is a list of highlighted activities, lessons, and trips that students participated in.

Lumen Science

This year's science class is Principles of Engineering. This is a project-based engineering science class that focuses on the design methodology and the reflection. Over the course of the school year students have learned to document their daily activities and reflection on the "why" they are doing "what" they are doing. It is an important learned skill that is transferable across all disciplines. Initially students struggle with the fact that it isn't a multiple choice test and the majority of their grade isn't focused on their final product, but rather the focus is on process they take to get to the final product.

The major projects this year were balsa wood bridges, several robotics and simple machines, and wrapping up the school year with the first ever Mario Kart project. Students collaborated in groups of 3 or 4 to design, construct, program, and compete their very own model karts. The end product will be remote controlled programmed model karts that will compete in a balloon popping competition, very similar to "battle mode" in the game Mario Kart. As always the expectations are quite high and their daily documentation of what they are doing, why they are doing it, and the importance of their modifications will be the focal point of grading. An artistic and imagination component to this project was also graded and a videography component as well.

Outside of the classroom, students visited Discovery World in Milwaukee, WI. It was a great opportunity for the students to witness and play with some engineered products and processes. The students also took a class taught by some of the engineering professionals from Rockwell Automation. It was a two hour lab focused PLCs and sensor coding. The PLCs were direct from Rockwell Automation and used to train their engineers in the processes they expect them to master. Overall, it was a great experience.

Reading Workshop

One highlight of the fall was the successful launch of a Greek and Latin roots component of the class that was tested last spring. Each week, students studied one root and several words that included it. One wrote, "The Greek and Latin roots have been wonderful in helping me learn new vocabulary. It's also been great for learning word structure, which helps to decode words. For example, the word 'monarch' comes from 'mono' meaning one, and 'arch,' which means ruler. Therefore a 'monarch' is one ruler. In addition, the roots have helped me to decode words in my anatomy class. A big example of this is the word 'autoimmune.' 'Auto' means self, and that helped me memorize that an autoimmune disorder is when your body attacks itself."

Another highlight was a student who read 25 books before Christmas -- many of them adult nonfiction. Her wide explorations included *Tropical Nature*, about tropical forest ecology; *Stiff* about what happens to human cadavers that are donated to science; Trevor Noah's memoir of growing up in pre- and post-apartheid South Africa; and *Evicted* about the phenomenon of housing evictions in Milwaukee. It is exciting to see a student who initially didn't plan on going to college become such a voracious reader!

Another student, after reading a similarly broad range of nonfiction books, decided to start reading classic novels. She has enthusiastically embraced J.D. Salinger, E.M. Forster, and Oscar Wilde, among others. She has also decided she would like to be an editor some day!

Lumen Seminar

In the Immigrant Voices seminar, students investigated their own immigrant history and connected it to the trials and tribulations faced by immigrants who seek to come to the United States today. They heard first-hand from a guest speaker who immigrated from El Salvador. Students studied many of the complicated issues surrounding immigration today.

Guest speaker Louis Clark III, a Native American poet originally from Green Bay, came to speak to the Lumen seminars. He read from his book *How To Be an Indian in the 21st Century* and shared stories about his experiences growing up in and around the Oneida reservation.

Twelve students attended the Shakespeare play *Julius Caesar* at UW-Green Bay on Friday, April 26. Studying this play was part of a third quarter seminar about the various ways to remove people from power. As another part of the Et tu? Seminar, students also performed a mock trial centering around the impeachment of President Andrew Johnson. Speaking of mock trials of a sort, in the Constitutional Law/ Justice seminar, students argued current cases that are being heard by the Supreme Court. In addition to these Supreme Court arguments, students dove deep into the protections provided under the Bill of Rights, specifically those protections of speech, expression, religion, assembly, and privacy. Students were also encouraged to think about what justice actually means as they explored different possible definitions in the book *Montana 1948*.

Finally, students took their understanding of justice and used it to examine America's criminal justice system. In the Justice For All seminar, students were asked to propose solutions to flaws in the current system based on their extensive research as well as to compare our system to criminal justice systems abroad. Students were also asked to design their own prisons based on their theories of the purpose of incarceration.

Section IV: Financial Performance of Charter Schools

Each charter school in the Ripon Area School District has direct and estimated indirect costs. Certain expenses listed below were spent directly on the charter school operations. In addition to the direct expenses, each charter school was assigned a percentage of district-wide costs based on the percentage of district-wide enrollment, except for the Odyssey Academy of Virtual Learning. For Odyssey, which opened in the 2019-20 school year, costs are based on direct costs only with 1.0% of salaries and fringe benefits of the superintendent, curriculum director, and business manager assigned as indirect costs.

Direct costs are used for the following expenditures: Undifferentiated Curriculum (110000), Regular Curriculum (120000), Vocational Curriculum (130000), Physical Curriculum (140000), Building Administration (240000), and General Operations (253000).

Estimated indirect costs were used for many but not all district-wide expenses, including the following : Special Education (Function 150000), Co-Curricular Activities (160000), Guidance Services (213000), Health Services (214000), Psychological Services (215000), Curriculum Development (221200), General Administration (230000), Direction of Business (251000), Business Services (252000), Pupil Transportation (256000), Food Services (257000), and Central Services, including Technology (260000).

Journey Charter:

Direct expenditures: \$785,376
Estimated indirect expenditures:\$511,980

Quest Charter:

Direct expenditures:\$807,420
Estimated indirect expenditures:\$526,820

Catalyst Charter:

Direct expenditures:\$595,917
Estimated indirect expenditures: \$422,940

Lumen Charter:

Direct expenditures: \$354,815
Estimated indirect expenditures:\$200,340

Odyssey Academy of Virtual Learning (Opened in 2019-20)

Direct expenditures: \$134,533
Estimated indirect expenditures: \$4,548

Section V: Other Contract Terms and Expectations (Optional) - Not applicable

Section VI: Authorizer Operating Costs

See completed audited Schedule of Charter School Authorizer Operating Costs.

RIPON AREA SCHOOL DISTRICT
CATALYST CHARTER SCHOOL
SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS
FISCAL YEAR ENDING JUNE 30, 2019

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$ 3,586.50
EMPLOYEE BENEFITS	200	961.95
PURCHASED SERVICES	300	-
NON-CAPITAL OBJECTS	400	-
CAPITAL OBJECTS	500	-
INSURANCE & JUDGEMENTS	700	-
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	-
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	-
TOTAL		\$ 4,548.45

*Note: These costs include 1.00% of the salary and fringe expenses paid for the superintendent, curriculum director, and business manager.

RIPON AREA SCHOOL DISTRICT

JOURNEY CHARTER SCHOOL

SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS

FISCAL YEAR ENDING JUNE 30, 2019

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$ 3,586.50
EMPLOYEE BENEFITS	200	961.95
PURCHASED SERVICES	300	-
NON-CAPITAL OBJECTS	400	-
CAPITAL OBJECTS	500	-
INSURANCE & JUDGEMENTS	700	-
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	-
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	-
TOTAL		\$ 4,548.45

*Note: These costs include 1.00% of the salary and fringe expenses paid for the superintendent, curriculum director, and business manager.

RIPON AREA SCHOOL DISTRICT

LUMEN CHARTER SCHOOL

SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS

FISCAL YEAR ENDING JUNE 30, 2019

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$ 3,586.50
EMPLOYEE BENEFITS	200	961.95
PURCHASED SERVICES	300	-
NON-CAPITAL OBJECTS	400	-
CAPITAL OBJECTS	500	-
INSURANCE & JUDGEMENTS	700	-
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	-
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	-
TOTAL		\$ 4,548.45

*Note: These costs include 1.00% of the salary and fringe expenses paid for the superintendent, curriculum director, and business manager.

RIPON AREA SCHOOL DISTRICT
ODYSSEY ACADEMY OF VIRTUAL LEARNING CHARTER SCHOOL
SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS
FISCAL YEAR ENDING JUNE 30, 2019

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$ 3,586.50
EMPLOYEE BENEFITS	200	961.95
PURCHASED SERVICES	300	-
NON-CAPITAL OBJECTS	400	-
CAPITAL OBJECTS	500	-
INSURANCE & JUDGEMENTS	700	-
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	-
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	-
TOTAL		\$ 4,548.45

*Note: These costs include 1.00% of the salary and fringe expenses paid for the superintendent, curriculum director, and business manager.

RIPON AREA SCHOOL DISTRICT

QUEST CHARTER SCHOOL

SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS

FISCAL YEAR ENDING JUNE 30, 2019

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$ 3,586.50
EMPLOYEE BENEFITS	200	961.95
PURCHASED SERVICES	300	-
NON-CAPITAL OBJECTS	400	-
CAPITAL OBJECTS	500	-
INSURANCE & JUDGEMENTS	700	-
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	-
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	-
TOTAL		\$ 4,548.45

*Note: These costs include 1.00% of the salary and fringe expenses paid for the superintendent, curriculum director, and business manager.

Section VII: Services Provided to Charter Schools

See completed Schedule of Charter School Authorizer Services and Costs.

RIPON AREA SCHOOL DISTRICT SCHEDULE OF CHARTER SCHOOL AUTHORIZER SERVICES AND COSTS FISCAL YEAR ENDING JUNE 30, 2019

SERVICES PROVIDED	FUNCTION CODE	COST
UNDIFFERENTIATED CURRICULUM	110000	\$1,428,447
REGULAR CURRICULUM	120000	403,797
VOCATIONAL CURRICULUM	130000	66,655
PHYSICAL CURRICULUM	140000	102,179
SPECIAL EDUCATION*	150000	494,773
CO-CURRICULAR ACTIVITIES*	160000	75,210
GUIDANCE SERVICES*	213000	97,932
HEALTH SERVICES*	214000	25,513
PSYCHOLOGICAL SERVICES*	215000	56,725
OTHER PUPIL SERVICES*	219000	15,075
CURRICULUM DEVELOPMENT*	221200	58,275
INSTRUCTIONAL STAFF TRAINING*	221300	42,293
PROFESSIONAL LIBRARY*	221400	286
LIBRARY MEDIA RESOURCES AND SERVICES*	222200	64,325
GENERAL ADMINISTRATION*	230000	148,536
BUILDING ADMINISTRATION*	240000	303,978
DIRECTION OF BUSINESS*	251000	38,736
BUSINESS SERVICES*	252000	66,824
GENERAL OPERATIONS	253000	251,884
PUPIL TRANSPORTATION*	256000	156,750
FOOD SERVICES*	257000	172,915
CENTRAL SERVICES*	260000	175,597
TOTAL		\$4,246,705

Note: Descriptions with an asterisk () use estimated costs based on charter school enrollments. Charter school students (448 students) represented 28.33% of the district student enrollment (1,581), and these costs have been calculated based on that percentage of district-wide costs.